

Evaluating learning from online resources

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What is learning?

Learning in museums, galleries and heritage organisations in the UK is defined as follows:

- *'Learning is a process of active engagement with experience; it is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.'*

E-learning

- 'learning where digital technology is integral to its effectiveness'
- the focus is still on 'learning'

Generic Learning Outcomes



When to undertake evaluation

- Baseline – where are you starting from
- Front end – sounding people out before you start
- Formative – testing ideas during development
- Summative – was it successful?
- Longer term – what do people remember about it?

Evaluation basics

- Be clear about who the resource is for
- Have defined (and agreed) learning outcomes
- Build evaluation in from the beginning

But remember!

- Be clear as to how the user will actually use the online resource
- You need to observe every detail of users navigation and choice to say what needs to change in order to enable better learning

Observation

- Provides quantitative data: e.g. time spent
- Provides qualitative data, eg. level of engagement, behaviour, conversation
- Can record unexpected behaviour
- Information about what visitors really do
- Time-consuming
- Risk of making assumptions

Interviews

- Structured or unstructured
- Open or closed questions
- Quantitative and qualitative data
- Can be recorded (audio tape/digital)
- Can include other techniques such as Personal Meaning Mapping
- Opportunity to clarify/follow up
- Time-consuming

Moving Here schools website



The screenshot shows the homepage of the 'Moving Here Schools' website. At the top, there is a navigation bar with the site's logo and a menu of links: home, about this site, partners, news, stories, the gallery, migration histories, and tracing your roots. The main content area features a large heading 'DISCOVER 200 YEARS OF MIGRATION' and four main topic sections: 'The Victorians', 'Britain Since 1948', 'The Holocaust', and 'People and Places'. Each section includes a brief description of the content. On the right side, there are three additional sections: 'GAMES', 'GALLERY', and 'TEACHERS', each with a sub-heading and a brief description. The background of the main content area is light blue with a white cloud graphic on the right. There are also some small, faint handwritten marks on the page.

Moving Here Schools
home | about this site | partners | news | stories | the gallery | migration histories | tracing your roots

DISCOVER 200 YEARS OF MIGRATION

The Victorians
Explore the lives of Victorian immigrants to London and Yorkshire

Britain Since 1948
Read how life in Britain has changed since 1948

The Holocaust
Investigate the events surrounding the Holocaust

People and Places
Find out about the diversity of Britain's People and Places

GAMES
Have fun, play games

GALLERY
View our image gallery

TEACHERS
Resources and support



What kind of business is this?

I think this business was:

Here are my reasons:



BUSINESS TWO

What is hanging from hooks in the window?

What is the man on the right holding in his hand?

What are some of the men wearing on top of their clothes?

What is this business?

The Victorians

Britain Since 1948

The Holocaust

- > Don't I have rights anymore
- > The Clock is Ticking
- > Kindertransport
- > Wish you were here?

People and Places

Games

Gallery

Teachers

KINDERTRANSPORT



Grete's suitcase

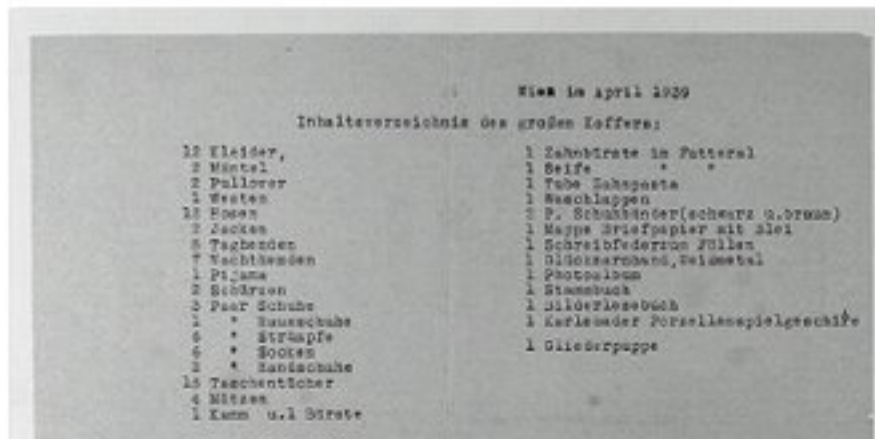
This document is a detailed list of everything that Grete Glauber brought on her journey on the Kindertransport. Click on the tab for an English translation of the list.

Why do you think Grete's mother packed these things for her daughter?

[DOCUMENT TRANSCRIPT - Grete's suitcase](#) (Opens in new window)

[ACTIVITY SHEET - Grete's suitcase](#) (Opens in new window)

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Click the 'Next Question' button or the shape to reveal part of the picture and a question about it.



What do you think this man is doing?

What might these girls be watching?

What do you think these are for?

Can you figure out what this girl is doing?

REVEAL ALL

✓ Evaluation basics

- **Be clear about who the resource is for**
KS2 and 3 teachers to use with their pupils via a whiteboard
- **Have defined (and agreed) learning outcomes**
Expected learning outcomes to be discussed with teachers for each lesson and followed up in the post-observation interview
- **Build evaluation in from the beginning**
Teachers have also been involved in two previous stages of formative evaluation (with incentives)

✓ Observation checklist

- First impressions (first 5 mins of use tells you a lot!)?
- Teacher's use of whiteboard?
- Interactives –do they add to learning?
- Navigation, usability of site, colour, fonts?
- Length of lesson – does activity fit in lesson?
- Text – observe what teacher does with it (i.e. read out, pupil reads it, teacher just assimilates, ignore it, or revise it in their own words)?
- Are any instructions redundant?
- How are children engaged – in what ways?
Relationship to expected learning outcomes?

✓ Interview checklist

- Learning outcomes – were their expectations met?
- Tone?
- Order of pages?
- Any redundant images?
- Navigation?
- Accessibility issues?
- Discuss improvements to site?
- Suggest new activity sheets or changes to existing interactives?
- Children's engagement - their view?

Contact details for further info.

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